

GREENDALE ELEMENTARY

505 South Boundary Ave.
New Ellenton, SC 29809

GRADES K-5 Elementary School

ENROLLMENT 354 Students

PRINCIPAL Rebecca M. Koelker 803-652-8170

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	55	4	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Good	Below Average	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

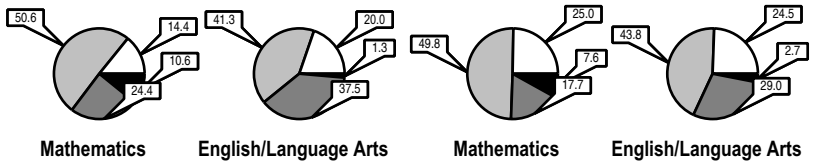
Percent of students tested in 2003-04 whose 2002-03 test scores were located.





65.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours

**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	175	98.9	20.5	41.0	37.3	1.2	51.6	Yes	Yes
Gender									
Male	88	100.0	29.6	37.0	30.9	2.5	43.2		
Female	87	97.7	11.3	45.0	43.8	0.0	60.0		
Racial/Ethnic Group									
White	72	100.0	10.8	36.9	50.8	1.5	72.3	Yes	Yes
African-American	84	100.0	27.8	44.3	26.6	1.3	35.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	19	89.5	23.5	41.2	35.3	0.0	47.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	152	98.7	15.7	43.6	39.3	1.4	55.7		
Disabled	23	100.0	52.4	23.8	23.8	0.0	23.8	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	174	98.9	20.6	41.3	36.9	1.3	51.3		
English Proficiency									
Limited English Proficient	10	80.0	37.5	50.0	12.5	0.0	0.0	I/S	I/S
Non-Limited English Proficient	165	100.0	19.6	40.5	38.6	1.3	52.9		
Socio-Economic Status									
Subsidized meals	128	98.4	24.8	45.3	29.1	0.9	42.7	Yes	Yes
Full-pay meals	47	100.0	9.1	29.5	59.1	2.3	75.0		

Mathematics - State Performance Objective = 15.5%									
All Students	175	100.0	14.9	50.3	24.2	10.6	49.1	Yes	Yes
Gender									
Male	88	100.0	21.0	49.4	19.8	9.9	42.0		
Female	87	100.0	8.8	51.3	28.8	11.3	56.3		
Racial/Ethnic Group									
White	72	100.0	1.5	53.8	32.3	12.3	63.1	Yes	Yes
African-American	84	100.0	27.8	46.8	17.7	7.6	38.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	19	100.0	5.9	52.9	23.5	17.6	47.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	152	100.0	10.7	50.7	26.4	12.1	53.6		
Disabled	23	100.0	42.9	47.6	9.5	0.0	19.0	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	174	100.0	15.0	50.6	23.8	10.6	48.8		
English Proficiency									
Limited English Proficient	10	100.0	0.0	100.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	165	100.0	15.7	47.7	25.5	11.1	51.0		
Socio-Economic Status									
Subsidized meals	128	100.0	19.7	51.3	20.5	8.5	42.7	Yes	Yes
Full-pay meals	47	100.0	2.3	47.7	34.1	15.9	65.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	68	100.0	19.7	49.2	29.5	1.6	31.1
	Grade 4	66	98.5	21.1	43.9	33.3	1.8	35.1
	Grade 5	68	98.5	33.9	61.3	4.8	N/A	4.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	53	98.1	15.4	28.8	50.0	5.8	55.8
	Grade 4	68	100.0	15.6	48.4	35.9	N/A	35.9
	Grade 5	54	98.2	30.0	54.0	16.0	N/A	16.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	68	100.0	14.8	65.6	16.4	3.3	19.7
	Grade 4	66	98.5	15.8	49.1	15.8	19.3	35.1
	Grade 5	68	100.0	27.4	58.1	12.9	1.6	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	53	100.0	15.1	50.9	30.2	3.8	34.0
	Grade 4	68	100.0	14.1	43.8	23.4	18.8	42.2
	Grade 5	54	100.0	17.6	56.9	19.6	5.9	25.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 354)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.2%	Up from 4.4%	3.5%	2.7%
Attendance rate	96.0%	Up from 95.1%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%		3.6%	3.5%
Eligible for gifted and talented	18.7%	Down from 18.8%	9.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.4%	Down from 7.1%	9.3%	8.2%
Older than usual for grade	3.1%	Up from 2.7%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	46.9%	Up from 43.8%	46.9%	51.4%
Continuing contract teachers	87.5%	Down from 93.8%	87.2%	87.5%
Highly qualified teachers**	92.3%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.8%	Up from 90.2%	86.4%	86.7%
Teacher attendance rate	94.1%	Down from 96.4%	94.7%	94.9%
Average teacher salary	\$42,646	Up 5.1%	\$39,923	\$40,760
Prof. development days/teacher	9.2 days	Up from 6.3 days	13.2 days	12.4 days

School

Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 15.2 to 1	18.3 to 1	18.9 to 1
Prime instructional time	87.6%	Down from 90.7%	89.5%	90.0%
Dollars spent per pupil*	\$6,286	Up 7.2%	\$6,090	\$6,044
Percent of expenditures for teacher salaries*	66.0%	Up from 64.9%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	84.8%	Up from 84.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2003-2004 school year, progress was made in implementing the school renewal plan that addressed parent involvement, staff development, academic instruction, character education, and appreciation of the arts.

Greendale will continue to emphasize parent involvement by providing opportunities to help students with literacy and math acquisition through the Family Reading and Math programs. Communication with parents and community will be supported through letters, phone calls, newsletters, weekly folders, and special events. Parent involvement and effective communication between school and home will always be an important focus for Greendale.

Classroom instruction and staff development will emphasize curriculum alignment to the South Carolina State Standards. Teachers will meet regularly to assess and improve classroom instruction. In addition, two all-day Child Development classes will continue to serve as the foundation of the early childhood program by providing learning opportunities for forty four-year-olds in the community.

The Core Essentials Character Education Program will be implemented again this year in conjunction with a complete guidance program. Core Essentials features a specific character trait each month. Our goal is to maintain a safe and friendly environment where children and adults are comfortable and welcome.

Author/artist visits, plays, poetry, physical education, and music programs enrich the daily curriculum and help children appreciate the diversity of their world. Events to showcase and encourage an appreciation for the arts will continue to be an important component of the overall instructional program.

Four new laptop computers for classroom use, a mobile lab with 25 laptop computers, and a science lab with four desktop computers add to the growing foundation we have established for using technology as a function of literacy in all curriculum areas.

Greendale is truly a special place where teaching and learning go hand in hand. We invite parents and community members to visit and find out how wonderful school can be.

Rebecca M. Koelker, principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	51	36
Percent satisfied with learning environment	93.1%	84.3%	88.9%
Percent satisfied with social and physical environment	82.8%	84.3%	88.9%
Percent satisfied with home-school relations	55.2%	88.0%	82.9%

*Only students at the highest elementary school grade level at this school and their parents were included.